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ABSTRACT

The Florida Statewide Assessment Program tests students' achievement of basic skills in reading, writing, and mathematics at grades 3, 5, 8, and 10 on the State Student Assessment Test-Part I (SSAT-I). In addition, high school students are tested on practical math and reading tasks on the State Student Assessment Test-Part II (SSAT-II). This document contains specifications for formatting items for the Florida State Student Assessment Tests. These specifications are to be used by contractors and any others who write items for the Florida Statewide Assessment Program to ensure accuracy and consistency of the layout and structure of experimental test booklets at each grade level. Instructions are provided for typing and formatting items on the test booklet pages. Examples of items are given for many situations. For the contractor's assistance in reading this document, these items are printed in the correct style and size and many of them are boxed. The items contained herein are true simulations of the style and placement required for actual test items. Included in the appendices are: (1) examples of type sizes to be used at each grade level; (2) a pattern for page margins; and (3) examples of acceptable and unacceptable artwork. (PN)

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FORMATTING SPECIFICATIONS FOR THE FLORIDA STATE STUDENT ASSESSMENT TESTS

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INTRODUCTION

The Florida Statewide Assessment Program tests students' achievement of basic skills in reading, writing and mathematics at grades 3, 5, 8 and 10 on the State Student Assessment Test-Part I (SSAT-I). In addition, high school students are tested on practical math and reading tasks on the State Student Assessment Test-Part II (SSAT-II).

This document contains specifications for formatting items for the Florida State Student Assessment Tests. These specifications are to be used by contractors and any others who write items for the Florida Statewide Assessment Program to ensure accuracy and consistency of the layout and structure of experimental test booklets at each grade level.

Instructions are provided for typing and formatting items on the test booklet pages. Examples of items are given for many situations. For the contractor's assistance in reading this document, these items are printed in the correct style and size and many of them are boxed. The items contained herein are true simulations of the style and placement required for actual test items.

Appendix A provides specifications for type sizes to be used at each grade level. Appendix B shows a pattern for ensuring accurate margins. Examples of acceptable and unacceptable artwork are displayed in Appendix C.

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GENERAL INSTRUCTIONS

The contractor shall submit pages of items to the Department of Education. In most cases several items formatted to fill the page will comprise a page In some cases individual items shall require a half page or an entire page. The pages are to be prepared by typewriter or word processor and must be camera-ready copy.

The contractor will assemble three pages for each experimental test booklet. Each three-page booklet will consist of either mathematics or communications items or both. The contractor will submit the booklet with a temporary cover indicating the grade and the booklet form number.

The three pages making up an experimental test booklet are to be numbered "1," "2," and "3," and these numerals will be centered 1/4 to 1/2 inch from the bottom of the page. The placement of these numerals shall be consistent within a booklet.

The contractor is not responsible for typesetting the items, for designing the front cover, or for printing the materials, unless instructed to do so by the Florida Department of Education.

Prior to submission of final copy, the contractor will submit to the Department of Education for approval, photocopies of each formatted booklet, including properly placed artwork.

Final Copy and Type

Camera-ready copies are required. Correction fluid may be used *sparingly* since the pages of items are to be printed. Special care should be taken in using correction fluid. Blurred or smudged images on the copy will not be accepted.

See Appendix A for examples of size and style of type for each grade level. Equivalent facsimiles are acceptable.

Margins

The pattern provided in Appendix B is used to place items correctly within margins. Margins should be 3/4 inch from the top and 1/2 inch from the bottom and left and right edges of the page.

Generally stimulus information (artwork, facsimilies of articles, etc.) and items should fit within a half-page column, according to the patterr in Appendix B. Some stimulus information may require two columns as shown below. In this case the artwork is centered across both columns and the directions preceding the stimulus material cut across both columns.

For questions 10-15, refer to the following table as needed.

WEIGHT

U.S. CUSTOMARY	METRIC
	1 000 milligrams (mg) = 1 gram (g)
16 ounces (oz.) = 1 pound (lb.)	1 000 grams (g) = 1 kilogram (kg)
2,000 pounds (lb.) = 1 ton	1 000 kilograms (kg) = 1 metric ton

Item Sets

No more than five mathematics items for a particular skill may appear on any one form. No more than five communications items for a skill may appear on any one form, except for the following skills where it is permissible to have 10 items on a single form: Reading A-1, Writing G-48, Writing G-51, Writing G-55, Writing G-56, Writing G-58.

For communications items with paragraph stimuli no more than four different paragraphs are allowed on any one form. For any one skill no more than two different paragraphs are allowed on a single form and no more than three items may apply to each paragraph.

Items sets for a skill are placed together, whenever possible, except in the following three cases:

1. Antonym items are separated from synonym items by at least three items.
2. Mathematics items involving ordering numerals from "largest to smallest" are separated from items involving ordering numerals from "smallest to largest" by at least three items.
3. If there is extra space on a page, short items from another skill(s) are used to fill the space.

Since the items being developed are to be used in experimental (field-test) booklets, it is permissible to include both mathematics and communications items on a single page.

Spacing

The space between items is 5/8 inch to one inch (disregarding lining) unless additional work space is required for students to write in the booklet when following oral and written directions (for example, Reading C-16) or for mathematical computations.

At all grades the lines within the stimulus and stem are single spaced. If the stimulus or stem contains fractions, refer to the example item at the top of page 17 for correct spacing.

Blanks

The length of blanks is 5/8 inch.

No second line of an item begins with a blank.

Hyphenation

At grade 3 hyphenation of words at the end of a line is not permitted. At grade 5 hyphenation is permitted at the end of a line only to separate the component parts of a compound word. At grades 8, 10 and in SSAT-II hyphenation is permitted at the end of a line when necessary.

Stop Signs and Arrows

At grade 3 stop signs are used whenever the student has been working independently and must wait for a new set of teacher directions. At all other grades, there is a stop sign at the end of the test.

At grade 3 "go on" arrows are used when the student must continue to the next page to complete a set of items on which he is working independently.

For all other grades "go on" arrows are used on pages 1 and 2 of the experimental booklet.

Teacher-Directed Items

All grade 3 items are teacher-directed. At grades 5, 8 and 10 only a few skills require oral directions from the teacher. Items measuring these skills shall be placed as the first items in the three-page booklet. There are no teacher-directed items in SSAT-II booklets.

ARTWORK

Professionally drawn, camera-ready artwork shall be provided by the contractor, as required by the item specifications that were supplied by the Department of Education. See Appendix C for examples of acceptable and unacceptable artwork.

Artwork should be clear and uncluttered. Avoid unnecessary detail. Pictures should include enough information for the student to answer the question without extraneous "background noise." Use simple, two-dimensional line drawings; the artwork should not use shading or other techniques to achieve a three-dimensional aspect. Perspective, scale and proportion must be correct in drawings.

The original artwork shall be sent to the Department of Education in a separate envelope and labeled with the appropriate form and item numbers. The contractor will provide a photocopy of each booklet, which includes the properly placed artwork.

The Department of Education will provide photographic positives of the artwork for money and clock items. Federal guidelines require that coin and bill facsimiles in publications be reduced in size. The contractor is required to reduce the money artwork as indicated in the table below.

Percent Reduction of Currency

Grade	Coins	Bills
3	26%	none used
5	26%	26%
8	26%	26%
10	26%	33%
SSAT-II	26%	33%

ITEM DIRECTIONS

Item sets for most communication skills and some mathematics skills require directions. Generally an example of the required directions for a set of items is included in **Reading Item Specifications, Adopted for Assessment Beginning 1985, Writing Item Specifications, Adopted for Assessment Beginning 1985** and **Mathematics Item Specifications, Adopted for Assessment Beginning 1985**. These documents, available from the Department of Education, have been referred to and will be referred to hereafter as the item specifications.

- The intent of the skill is specified in the directions when possible or when required by the item specifications.
- Item numbers applying to a set of items are often included in the directions, as shown here. The contractor will be informed as to which skills this applies.
- Unless otherwise indicated by the item specifications, directions are single spaced and placed two spaces above the first item and aligned with the item number, as shown here.
- When a set of items has directions, the word "DIRECTIONS:" (with the colon) precedes the directions. This applies to grades 3, 5, 8 and 10 and is illustrated below. The word "DIRECTIONS:" is not used in the SSAT-II booklets.

DIRECTIONS: For items 9-19, choose the word which means the OPPOSITE of the underlined word.

9. The OPPOSITE of rough is _____.

A. climbed
B. smooth
C. straight
D. beat

- For mathematics computational items, one of the words "Add:," "Subtract:," "Multiply:," or "Divide:," (with a colon) precedes each item at grades 3, 5 and 8. The contractor will be advised if these directions will apply to grade 10.

23. Multiply: 12.66 x 83 =

A. 1,050.78
B. 10,507.8
C. 105,078
D. 1,050,780

OPTIONS

Lettering Options—Grades 5, 8, 10 and SSAT-II

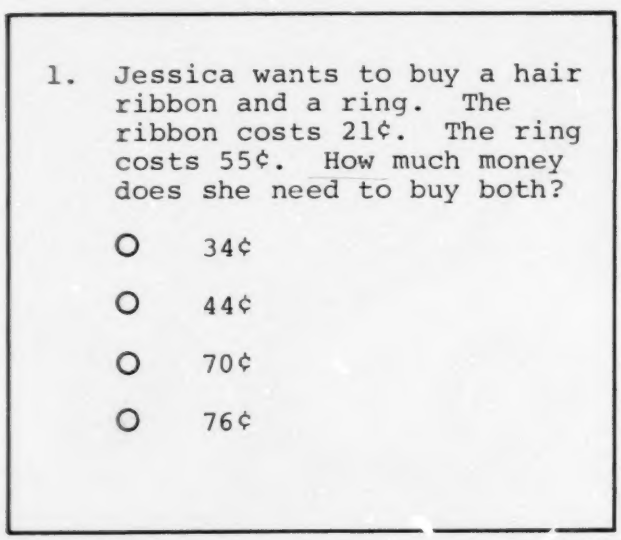
Options for grades 5, 8, 10 and SSAT-II items are lettered. Odd-numbered items have options lettered A, B, C, D. Even-numbered items have options lettered F, G, H, I.

The letter denoting an option is followed by a period. For *communications items*, two spaces are left between this period and the first word of the option. For *mathematics items*, two spaces are left between this period and the first digit of the largest number in the options.

Circles for Gridding Options—Grade 3

Third-grade options are not lettered. Space must be left for circles between the left margin of the text and the option. These circles are 9/64 inch in diameter. The contractor is not required to provide the circles unless directed to do so by the Department of Education.

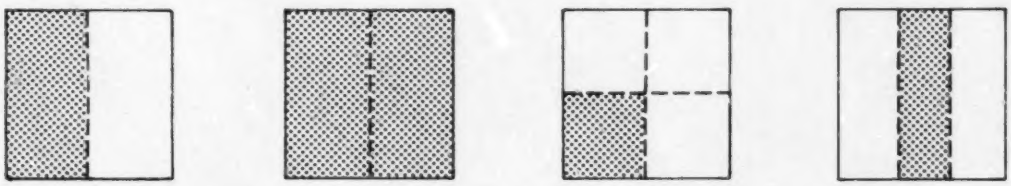
- In most cases a 1/2-inch space must be left for the circles between the left margin of the stimulus and the text of the options.



- For some third-grade items space for the circles will be left *under* the option, as shown in the example.

---

6. Which square is $\frac{1}{4}$ shaded?



O O O O

Spacing

Generally double space between the stem and the first option. Mathematics items may vary from this pattern because of the need for work space.

21. Another word for peril is _____.

A. danger
B. situation
C. stomach
D. method

Double space between options at the third-grade level.

once

off

of

out

Generally *single space* between options at grades 5, 8, 10 and in SSAT-II.

A. John has a dog named Happy.
B. Happy has long ears.
C. John has a new desk.
D. Happy chases automobiles.

If an individual option requires two or more lines of type, the lines are single spaced.

A. Later, several members of Sally's
class said they liked her report.

When a fraction appears in any of the options for an item, the letters of the options are two-and-one-half spaced. In options containing fractions, the centers of the fraction bars are vertically aligned and the fraction bar is centered with the option letter.

F. $\frac{3}{4}$

G. $\frac{4}{3}$

H. $3\frac{1}{4}$

I. 34

Other Considerations

For most items, options shall be vertically listed. When options are drawings or other artwork, they are often horizontally displayed. Unless absolutely necessary, the contractor shall **not** display options in the following configuration:

A C

B D

The first letter of the first word of options is capitalized only if the word is a proper noun or if the option is a complete sentence.

For mathematics items, options are placed in ascending or descending order.

When appropriate, options are denominate numbers, e.g., 27 feet, 4 inches, 6 balls.

No abbreviations for units of measure are permitted in the options.

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LINING BETWEEN ITEMS

Lines are drawn parallel to paper edges and lines of type, and must be professionally drawn with India ink or ink of equivalent density. Lines made with tape, typewriter, ballpoint, or felt-tip pens are unacceptable.

When there are two columns on a page, a vertical line must be placed down the center of the page, separating the columns. In the *right* column, item numbers begin approximately 1/4 to 3/8 inch from the vertical line. In the *left* column, item numbers begin 1/2 inch from the edge of the page. The limit to the right margin of the items in the *left* column is 1/4 inch to 3/8 inch from the vertical line. The limit to the right margin of the items in the *right* column is 1/2 inch from the edge of the page.

A horizontal line shall be drawn approximately 1/4 inch above the item, except for items requiring division, where additional space must be left for the student to put the quotient above the division symbol (⟌).

Since horizontal lining often requires discretion, assistance from the Student Assessment Section's formatting specialists will be provided. An aesthetically balanced, uncluttered page is desired. Horizontal lines shall be placed between most (but not all) items. However, when more than one item applies to a stimulus paragraph or piece of artwork, the items are not separated by horizontal lines. If possible, items are placed in each column so that the horizontal line cuts across both columns at the same place, as shown here.

4. The OPPOSITE of sad is _____.

F. band
G. wife
H. purple
I. happy

9. The OPPOSITE of right is _____.

F. next
G. south
H. left
I. high

5. The OPPOSITE of thin is _____.

A. eat
B. leave
C. fat
D. come

10. The OPPOSITE of ugly is _____.

A. prize
B. right
C. pretty
D. poor

It is not always possible to draw the horizontal line so that it cuts across both columns at the same place. The contractor shall avoid leaving too much space between the last option and the horizontal line, as shown below in item 7.

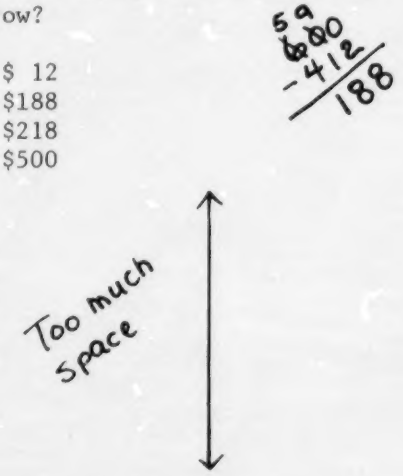
FEBRUARY 1982						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

5. Ken took a vacation trip to Spain. If he arrived in Spain on the morning of February 9 and stayed through February 25, how long was he in Spain?

   A. 4 days
   B. 2 weeks, 2 days
   C. 2 weeks, 3 days
   D. 3 weeks, 1 day

7. John wants to go to a summer camp which costs $600. He has earned $412 but must borrow the rest. How much money does he need to borrow?

   A. $ 12
   B. $188
   C. $218
   D. $500



When items require work space after the last option, the lining may follow a pattern similar to the one shown here.

30. Choose the decimal form that is equal to 64%.

    F. .0064
    G. .64
    H. 6.4
    I. 64

31. Choose the decimal form that is equal to 8%.

    A. .08
    B. .8
    C. 8
    D. 80

35. Mr. Smith has classes of 28, 40, 24 and 27 students. How many students does he have altogether?

    A. 68 students
    B. 92 students
    C. 119 students
    D. 180 students

" ⊤ " or " ⊥ " formations in lining shall be avoided whenever possible; however, when these formations cannot be avoided, a heavy horizontal line is used, as seen here.

20. Look at the groups of words below. Choose the list of words that is in alphabetical order. Remember, that means A-B-C order.

F.	G.	H.	I.
boot bore boss bound	boot boss bore bound	boss bound bore boot	bound bore boss boot

21. What is the next month after February?

A. March
B. August
C. January
D. December

22. What is the next month after November?

F. June
G. July
H. March
I. December

23. Multiply: 627 x 400 =

A. 2,508
B. 248,800
C. 250,800
D. 286,800

24. Multiply: 538 x 206 =

F. 4,304
G. 13,988
H. 100,828
I. 110,828

CONSIDERATIONS FOR MATHEMATICS ITEMS

General Considerations

Two spaces are left between the period after the item number and the first letter of the first word of the stimulus or stem.

Options are placed in ascending or descending order and decimal places are aligned, as shown here. Two spaces are left between the period after a letter denoting an option and the first digit of the largest number in the options.

F. 49.23
G. 491.13
H. 491.3
I. 492

The division symbol, $\overline{}$, is professionally hand-drawn with India ink or equivalent. No tape, typewritten, or pen lines are permitted.

U.S. Customary Units

Items using no units or U.S. customary units and having numerals with four or more digits, will have properly placed commas, as shown here.

3,475 34,475 3,475,000

Metric Units

Items using metric units and having numerals with four or more digits, have a space instead of a comma, as shown below.

3 475 meters 34 475 meters 3 475 000 meters

Layout of Computational Items

A computational item may be placed in vertical or horizontal notation. The contractor will format about half of the items for a computational skill vertically and half horizontally. No computational items, per se, appear on the SSAT-II.

Formatting considerations for computational items in *vertical* notation follow.

Vertical Placement of Computational Items

1. For vertically placed multiplication problems containing *decimal* notation, the multiplier and the multiplicand are right justified.

```
  93.7        93.7
x 4.6       x   6
```

2. One space is left between the operational symbol (—, ×, +) and the first digit of the line with the numeral that has the most digits. A line is drawn directly underneath the lowest line of print. This line begins directly under the operational symbol and extends one space beyond the most right-hand digit. It is professionally hand-drawn with India ink or equivalent. No tape, typewritten, or pen lines are permitted.

```
 274      6.2      767      916.3
  36    x 4.3    x   4      —  .7
+  2
```

3. For grades 3, 5 and 8 (and sometimes 10):

   At least one inch is left between the colon after the word "Add:," "Subtract:," or "Multiply:" and the closest digit in the first line of the problem. (Spacing for division items is explained in the section discussing horizontal notation.) The size of the space is consistent throughout a booklet.

```
23.  Add: ←————————→ 27.12
                        .63
                    +  7.44

     A.  27.119
     B.  34.119
     C.  35.19
     D.  36.09
```

Options begin two spaces below the last line of print of the problem and the letters of the options are aligned with the first letter of the name of the operation.

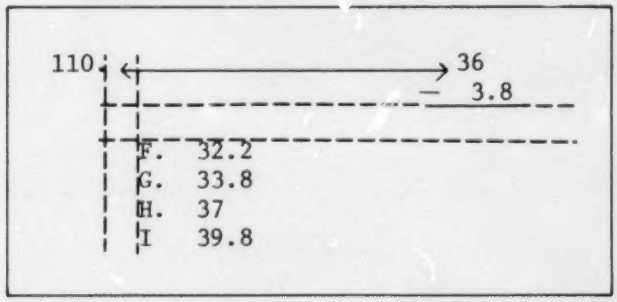
```
103.  Subtract:          245
                      —   6.7
      ----------------------

      A.  238.3
      B.  239
      C.  241.7
      D.  251.7
```

4. For grade 10:

   The names of the operations are often omitted at grade 10. When this occurs, approximately two inches are left between the period after the item number and the closest digit in the first line of the problem.

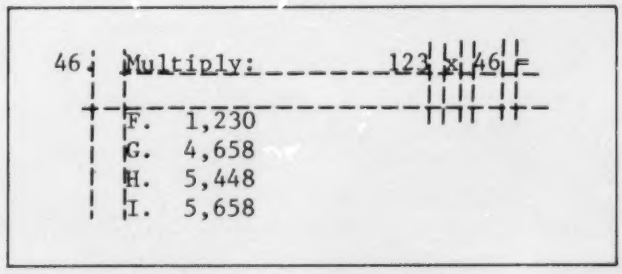
   The letter of the first option begins two spaces below the lowest line of type and two spaces to the right of the period after the item number.



Formatting considerations for computational items in *horizontal* notation are discussed below. All division problems are presented in horizontal notation.

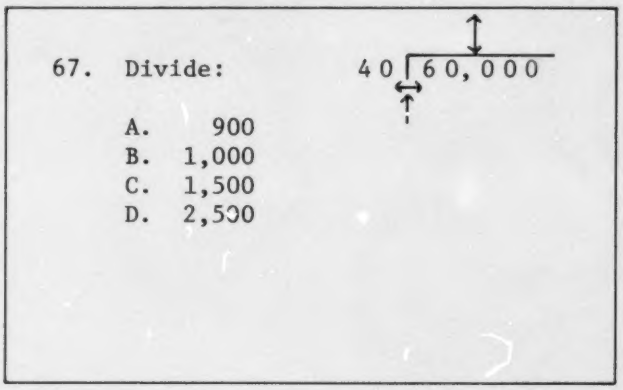
Horizontal Placement of Computational Items

1. Space must be provided for students to rewrite and work the problems.
2. One space is left on either side of the operational symbol and before the equals sign.
3. For items in horizontal notation, as with all computational items, the options begin two spaces below the problem and two spaces to the right of the period after the item number.



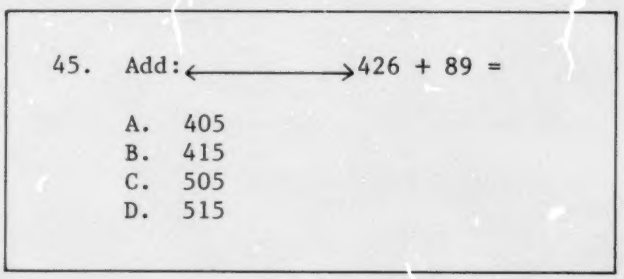
4. For division problems using the division symbol, ⟌, adequate space must be provided above the problem to write the quotient, and adequate work space must be provided below the problem.

   Two spaces must be left between the last digit of the divisor and the first digit of the dividend. The vertical line of the division symbol is positioned at the midpoint of these two digits. The division symbols are to be professionally drawn and must extend one digit beyond the final digit in the dividend. Note that the numerals are separated by a half space.



5. For grades 3, 5 and 8 (and sometimes 10):

   There is 1/4 inch to one inch between the colon after the word "Add:," "Subtract:," "Multiply:," or "Divide:," and the closest digit in the first line of the problem. The size of this space is dependent on the size of the item.



6. For grade 10:

   The names of the operations are often omitted at grade 10. (The contractor will be informed if the names of the operations are to be excluded.) When they are excluded, approximately 3/4 inch to one and one-half inches are left between the period after the item number and the closest digit in the problem. The contractor must use discretion, providing less space when the item takes up more room and more space when the item requires very little room. Several possibilities are shown here.

Item 1.	643 ÷ 21 =	Item 3.	36 + 34 =
Item 2.	34 + 66 + 234 =	Item 4.	89⟌505

Even without the names of the operations, the letter of the first option still begins two spaces below the line of the problem and two spaces to the right of the period after the item number.

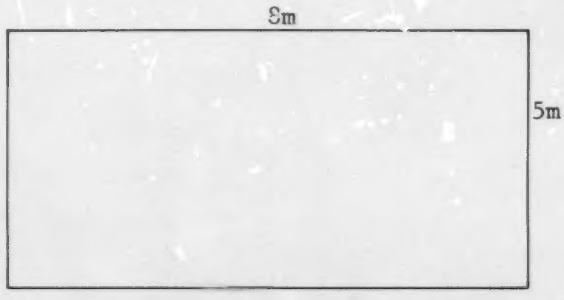
98. 34 + 26 + 10 =

F. 10
G. 60
H. 70
I. 80

Word Problems

Mathematics word problems are not indented. If there is boxed stimulus material, the box is centered in the column.

Abbreviations of units of measure are not used in the narrative of mathematics items. If abbreviations of units of measure are used in the **artwork**, however, they must be noted in parentheses after the descriptor in the narrative, as shown in the example.



13. Mr. Smith wants to carpet the floor of his living room which is 8 meters (m) long and 5 meters (m) wide. How many square meters of carpet are needed to cover the room?

A. 13 square meters
B. 22 square meters
C. 36 square meters
D. 40 square meters

The denominate number must be used in the options, as indicated in the example above. No abbreviations are permitted in the options.

A space and a half separates the lines of the stimulus of word problems containing fractions. If fractions appear in two or more successive lines, however, a double space separates all lines, as shown in this example.

Diane is going to bake three cakes for a party. She needs $3\frac{1}{2}$ cups of milk for the first cake, $4\frac{1}{3}$ cups of milk for the second cake, and $4\frac{1}{2}$ cups of milk for the third cake. How many cups of milk does Diane need altogether?

Fractions

The examples on this page and on page 18 indicate the correct spacing, typing and formatting of fraction items.

14. Multiply: $5 \times 2\frac{1}{7} =$

F. $1\frac{5}{7}$

G. $7\frac{1}{7}$

H. $10\frac{1}{7}$

I. $10\frac{5}{7}$

18. $23\frac{5}{8}$

$-\ 15$

F. 8

G. $8\frac{3}{8}$

H. $8\frac{5}{8}$

I. $18\frac{5}{8}$

If the numerator and the denominator of a fraction have a different number of digits, the numeral with fewer digits is centered with respect to the other numeral.

$\frac{6}{437}$ $\frac{437}{6}$ $\frac{26}{784}$ $\frac{784}{26}$ $\frac{2}{14}$ $\frac{14}{2}$

The length of the fraction bar is as long as the numeral with the most digits except when the numerator and the denominator each contain a single digit. In this case, the fraction bar is two digits wide and is centered between the two digits.

$\frac{3}{467}$ $\frac{3}{4}$

For fraction items in vertical notation, the centers of the fraction bars are aligned in both the stimulus and the options.

9. Add:

$$47\frac{1}{8}$$
$$+\ 2\frac{3}{8}$$

A. $45\frac{2}{8}$

B. $49\frac{4}{16}$

C. $49\frac{1}{2}$

D. 50

If the directions take two or more lines, double space down from the last line of the directions before placing the problem in the proper location.

7. Subtract and express the answer in the simplest form:

$$25\frac{3}{4}$$
$$-\ 2\frac{1}{4}$$

A. 23

B. $23\frac{1}{4}$

C. $23\frac{1}{2}$

D. 28

In multiplication problems containing mixed numbers with fractional notation, align the unit places of the whole number components of the multiplier and the multiplicand.

$$27\frac{2}{3} \times 5 \qquad 5 \times 7\frac{2}{3}$$

21

CONSIDERATIONS FOR COMMUNICATION SKILLS ITEMS

Formatting of stimulus narrative, stem and options is the same at all grade levels for communication skills items and is as follows:

DIRECTIONS: For item 5, read the paragraph and choose the statement that best describes the person's feelings.

Alex drove his new car to see his grandparents who lived in the country. On the way he stopped for lunch at a restaurant. After eating lunch, Alex came out of the restaurant to find that his new car had a large dent in the rear. Alex looked around. No other cars were near. There was no note on his car. Alex closed his hands tightly and stamped his foot.

5. Which statement best describes Alex's feelings?

   A. Alex was satisfied.
   B. Alex was happy.
   C. Alex was relieved.
   D. Alex was angry.

Detailed information about the "DIRECTIONS" appears on page 5.

Note that the first line of the paragraph is indented two spaces.

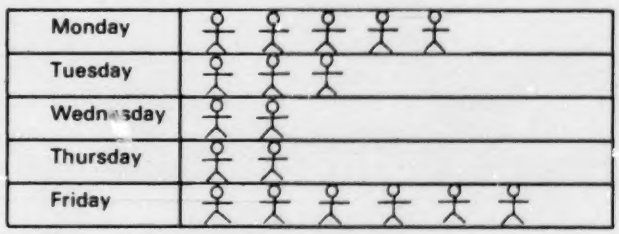
When the item has the stimulus boxed:

1. The left edge of the box is aligned with the item number and the right edge of the box is 1/4 inch from the margin or center line.
2. The left margin of narrative (within the box) is approximately 1/8 inch from the box line. This spacing is consistent for all items in a booklet.
3. The right margin of the longest line of narrative (within the box) is approximately 1/8 inch from the box line.
4. The top and bottom lines of the box are approximately 1/8 inch from the narrative within the box.
5. There is 1/4 inch to 3/8 inch between the bottom line of the box and the stem.

6. If a title is required for the item, there is 1/4 inch between the box and the title.

7. If a key or legend is required, there is 1/8 inch between the box and the key or legend, and 1/2 inch between the key or legend and the stem. The key or legend begins flush with the left edge of the box.

STUDENTS ABSENT



Each ☺ represents 1 student.

1. On which day was the greatest number of students absent?

When the stimulus is not boxed, double space between the paragraph or selection and the stem directly under it. See examples below.

Two spaces are left between the period after the item number and the first letter of the first word of the stimulus (example 61) or stem (example 64).

61. The third grade class had a cookie sale. They had 56 boxes of cookies to sell. They sold 43 boxes of cookies. How many boxes of cookies are left?

- O 3 boxes
- O 13 boxes
- O 19 boxes
- O 99 boxes

64. The OPPOSITE of <u>big</u> is _____.

- O fast
- O little
- O kind
- O sad

Appendices

APPENDIX A: EXAMPLES OF TYPE SIZES TO BE USED WITH GRADES 3, 5, 8, 10 and SSAT-II

Type styles very similar to these may be substituted with Department approval.

This is 10-pitch Courier 72.
The top two lines are single spaced.

The space between lines 2 and 3 is $1\frac{1}{2}$ spaced, as between 3 and 4.

Lines 4 and 5 are double spaced.

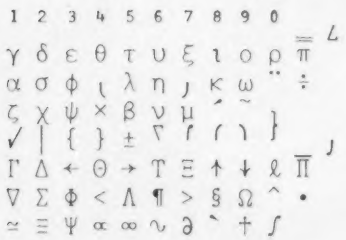
This is used for grades 3 and 5.

This is 12-pitch Prestige Elite 72.
The top two lines are single spaced.

The space between lines 2 and 3 is $1\frac{1}{2}$ spaced, as between 3 and 4.

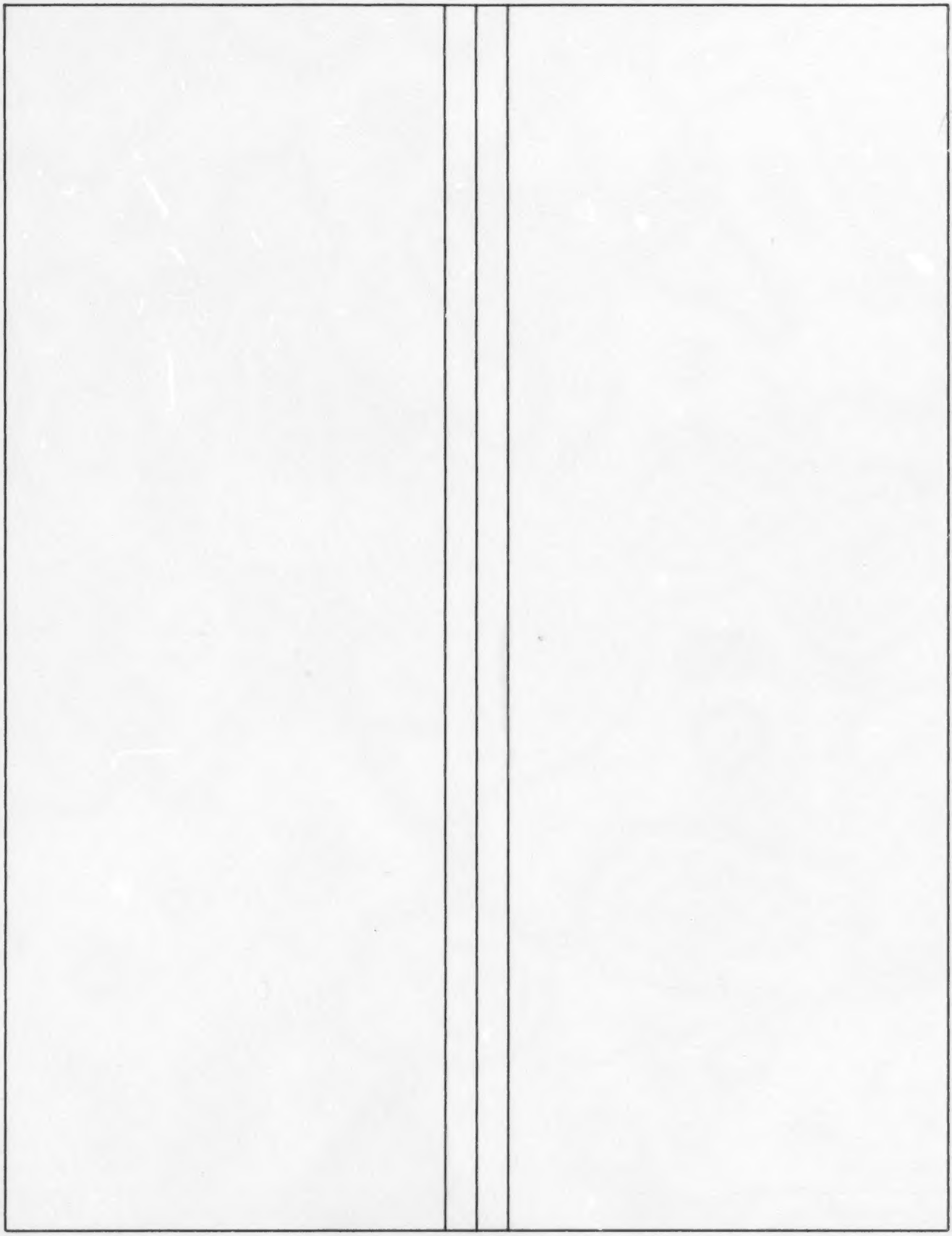
Lines 4 and 5 are double spaced.

This is used for grades 8, 10 and SSAT-II.



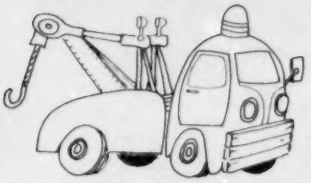
These are the symbols found on the Symbol font.

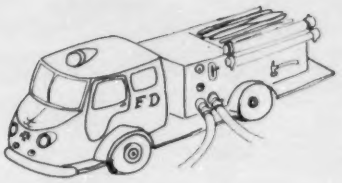
APPENDIX B: PATTERN FOR PAGE MARGINS



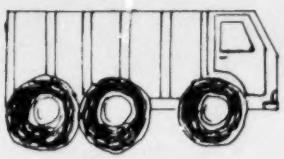
APPENDIX C: EXAMPLES OF ACCEPTABLE AND UNACCEPTABLE ARTWORK

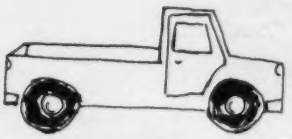
Acceptable





Unacceptable



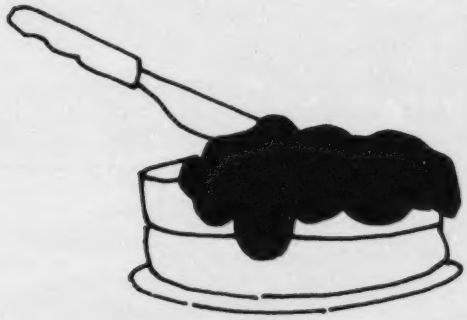


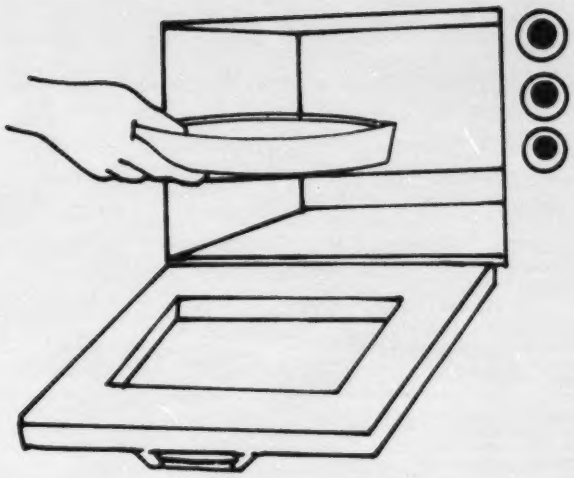
Acceptable

Unacceptable

27

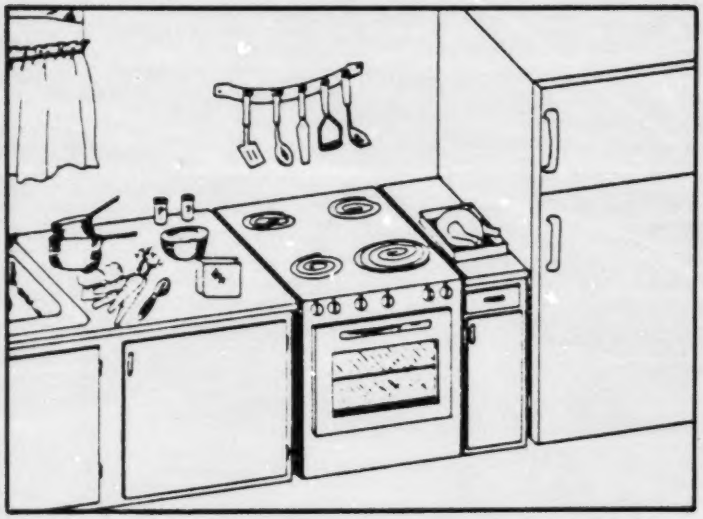
Acceptable

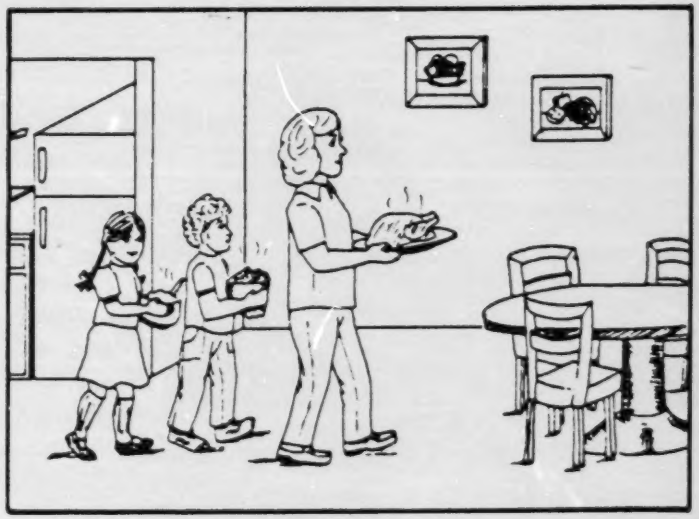


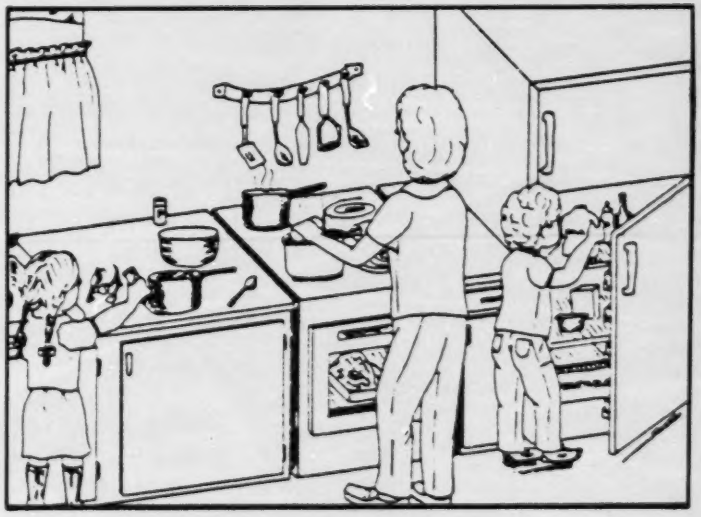


Unacceptable

Pictures are cluttered with too much unnecessary detail. Perspective is incorrect.

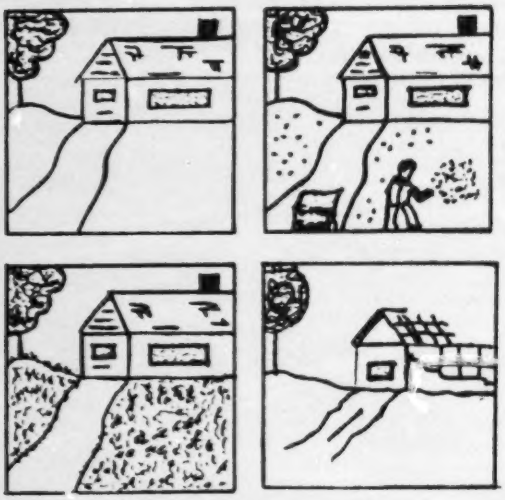






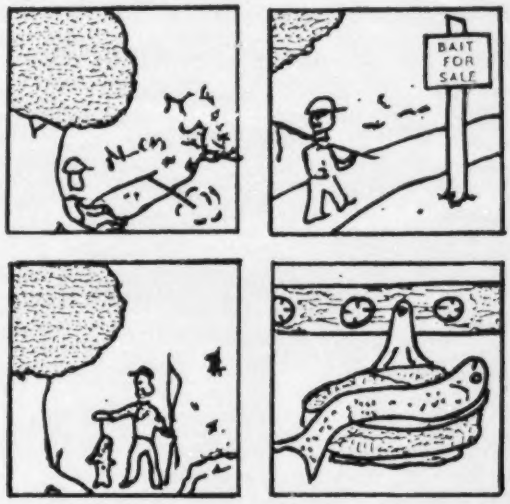
Unacceptable

43. Mark the picture that shows what happened **last**.

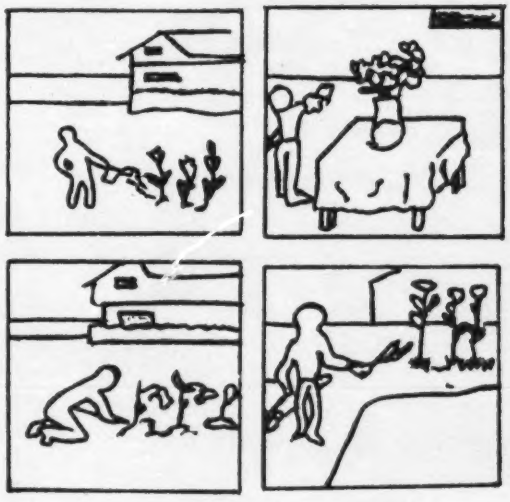


44. Mark the picture that shows what happened **first**.

45. Mark the picture that shows what happened **first**.



46. Mark the picture that shows what happened **first**.



30